

Appendix: Dyett HS Community Engagement & Support

January 10th Implementation Retreat 2015

Dyett Global Leadership and Green Technology High School

10:00 am – 1:00 pm

Mollison Elementary School

4415 S. King Drive

AGENDA

(breakfast provided)

- I. **Introductions & Breakfast Re-cap, & Overview of Process** 30 min total (D. Turner)
 - a. What brings you to this work?
 - b. Re-commitment to Dyett on a local & national level
- II. **Breakout Workshops – Continuation from previous retreat** - 60 minFocus – Design 4 year curriculum map with electives
 - Present the core classes that everyone will take by grade (per Dyett Plan)
 - Deliverable workshop product: Elective template will be provided for each group to fill out.
 - Design electives classes/course description for:
 - a. Science/Green Technology grades 9-12 – Facilitator: Danny Morales-Doyle
 - b. Community/Culture grades 9 -12 – Facilitator: Pemon Rami
 - c. Music Program grades 9-12 – Facilitator: Dr. Lawson
 - d. Colloquium grades 9-12 – Facilitator: Jitu Brown

Note – Each group should begin with senior year, and work back towards freshman year
- III. **Additional Workshops – Simultaneously facilitated with above sessions** – 60 min
 - e. Human Resource System/Criteria Development – Facilitator: D. Turner
 - i. Principal & teacher recruitment/selection
- IV. **Group Report** 6:50 – 7:10 pm
- V. **Coalition Meeting/Close** - Jitu 7:10 – 7:30 pm

Teams (from 10/25)

If your name isn't listed we will add you to a group on 11/12

Green Tech./Science	Arts	Colloquium/Intern	Community/Culture	Human Resources	Restorative Justice/Climate
Danny Morales-Green(F) - Jack - Erana - Irene - Rico - Royce C	Dr. Lawson(F) -Baraka -Dr. Tillman -Clovis Bordeaux	Jitu(F) -Bob George -Jaribu -Bill Lamme -Tyehimba	Pemon Rami/Harold Lucas(F)	D. Turner(F)	TBD — This group will begin at a later retreat

November 12th Implementation Retreat 2014

Dyett Global Leadership and Green Technology High School

5:30 pm – 7:30 pm

Kennicott Park – Chicago Park District

4434 S. Lake Park Avenue

AGENDA

(Subway refreshments provided)

- I. **Introductions, Re-cap, & Overview of Process** 20 min total (D. Turner, R. Cunningham, Jitu, Rico)
 - a. Green Technology Review
 - b. Global Leadership Review
 - c. Classical, Community, Critical Knowledge Review
- II. **Breakout Workshops – Continuation from previous retreat** - 60 minFocus – Design 4 year curriculum map with electives
 - Present the core classes that everyone will take by grade (per Dyett Plan)
 - Deliverable workshop product: Elective template will be provided for each group to fill out.
 - Design electives classes/course description for:
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KENWOOD OAKLAND COMMUNITY ORGANIZATION

1005 East 43rd Street - Chicago, Illinois 60653

773.548.7500 phone and 773.548.9264 fax

Community-Led Schools Alignment Process

The Kenwood Oakland Community Organization has convened local school council (LSC) representatives from Dyett High School and its' area feeder schools, Price Middle School, Reavis Elementary and an area primary that feeds both elementary schools, Jackie Robinson. We are convening these groups for a community-led, alignment process that improves the quality of education in these schools by:

- Curriculum alignment
- Policy alignment (discipline, parent involvement, etc.)
- Improved program rigor with appropriate supports in all schools
- Engaging community as key stakeholders to create a culture of high expectations
- Strengthen the working relationship between Dyett and its' feeder schools.

This process will start with LSC members, who will bring in school administration and other stakeholders. Why? In our experience, the leadership must come "from the ground" in order to create real school/community partnership.

Then the table will expand to include representation from the 4th ward alderman Toni Preckwinkle, Chicago Public Schools, state representative Will Burns' and state representative Kwame Raoul's office. The goal is to develop a strategic plan that has input from all before mentioned stakeholders and is fully implemented by 2010-2011 school year. This process will only strengthen the schools' normal SIPAAA development planning, providing a model on how to engage parents and community as key stakeholders. Here are the upcoming meeting dates:

- Tuesday, November 10th @ Dyett High School
- Tuesday, December 8th @ Price Middle School
- Tuesday, January 12th @ Robinson Primary
- Tuesday, February 9th @ Reavis Elementary
- Tuesday, March 9th @ Dyett High School
- Tuesday, April 13th @ Price Middle School
- Tuesday, May 11th @ Robinson Primary
- Tuesday, June 16th @ Reavis Elementary

Possibly
Buie, Pitter,
Gwartan

This consortium has begun to meet monthly and is facilitated by KOCO's education organizer. For more information, please contact Jitu Brown at (773) 548-7500 or (773) 317-6343.

Walter H. Dyett Global Leadership and Green Technology High School

Community Survey

Name _____

Email _____ Phone _____

Today's Date _____

3. Are you satisfied with the high school educational options for children in the Southside of Chicago? Why or why not?

WALTER H. DYETT GLOBAL LEADERSHIP AND GREEN TECHNOLOGY HIGH SCHOOL COMMUNITY SURVEY

—TURN OVER PLEASE—

4. A goal of the *Walter H. Dyett Global Leadership and Green Technology High School* is that the school be responsive to the wishes, interests, and values of parents, students, and community members. Can you share some thoughts, questions, comments, and concerns for us about the new *Walter Dyett HS*? What would you like it to be (or not be); what would you like it to do (or not do)?

WALTER H. DYETT GLOBAL LEADERSHIP AND GREEN TECHNOLOGY HIGH SCHOOL COMMUNITY SURVEY

WALTER H. DYETT GLOBAL LEADERSHIP AND GREEN TECHNOLOGY HIGH SCHOOL COMMUNITY SURVEY

—THANK YOU FOR YOUR INPUT!!—

WALTER H. DYETT GLOBAL LEADERSHIP AND GREEN TECHNOLOGY HIGH SCHOOL COMMUNITY SURVEY

Kenwood Oakland Community Organization

COUNT ON ME!

Join us as we save the last open enrollment, neighborhood high school in Bronzeville: Dyett High School. The remaining students:

The Dyett 13 deserve to have a 'Senior Paradise' with wraparound services & supports.

- O Make outreach and update phone calls to members and supporters
- O Work on team to ensure that the students have quality senior activities such as prom, luncheon, etc.
- O Conduct research for resources for the Dyett 13 (eg. scholarships, etc.)
- O Assist in providing college & career supports for Dyett students
- O Assist with the media campaign regarding Dyett High School & the Dyett 13
- O Participate in various activities and actions in order to ensure that the Dyett 13 get every resource that they need to have a successful senior year and get the Dyett Global Leadership & Green Technology Plan implemented in Dyett in August 2015

Name _____

Address _____

Phone _____

Email _____

Dyett High School Transformation Forum

“A Sustainable, Community Plan”

Tuesday, November 29, 2011

Dyett High School, 555 E. 51st Street

Minor Hall

5–6pm



Presentation of Bronzeville Global Achiever's Village, a Community-Led, School Transformation Model

Our planning vision for Dyett is to be a premiere school for green technology and leadership that develops students into highly literate students who are readers, thinkers, communicators and leaders; prepared for a rigorous college experience.

Sponsored by the Kenwood Oakland Community Organization For more information call Jitu Brown at (773) 548-7500

Refreshments Provided!

You're invited to . . .

Dyett Global Leadership and Green Technology School Implementation Retreat

Coalition to Revitalize Dyett High School

Wednesday, November 12th, 2014 from 5:30 to 7:30 PM

@ Kennicott Park – Chicago Park District 4434 S. Lake Park Avenue

Event Details:

Walter H. Dyett Global Leadership and Green Technology School will be a unique, one of kind, high quality jewel in the historic Bronzeville community. **Please join us on Wednesday, November 12th, 2014, from 5:30 until 7:30 pm at Kennicott Park 4434 S. Lake Park Avenue** to engage in the process of planning for its grand opening in the fall of 2015. The focus of the concurrent workshops will be: Incorporating the cultural & historical knowledge of Bronzeville into the curriculum; green technology & science; developing a music program; colloquium design; Developing hiring systems; and school climate. This is a working meeting that will begin and end promptly at the stated times. We appreciate everyone's expertise and commitment towards making Dyett Global Leadership and Green Technology High School a reality. **An evening snack will be served.** The agenda will be sent soon.

SPONSORS



UIC College of Education



Please RSVP event organizer Duane Turner @ 773/343-9412 or email: duane.turner@comcast.net



Fuller Elementary School Transformation Forum



"A Sustainable, Community Plan"



Tuesday, November 29, 2011

Fuller Elementary School, 4214 S. St. Lawrence



6–8pm



**Presentation of Bronzeville Global Achiever's Village,
a Community-Led, School Transformation Model**

A Chicago Neighborhood's Agenda for Schools!

Sponsored by the Kenwood Oakland Community Organization For more information call Jitu Brown at (773) 548-7500.
Refreshments Provided!

Education is a Human Right Town Hall

**Sponsored by the Coalition to Revitalize
Dyett and the Journey for Justice Alliance**



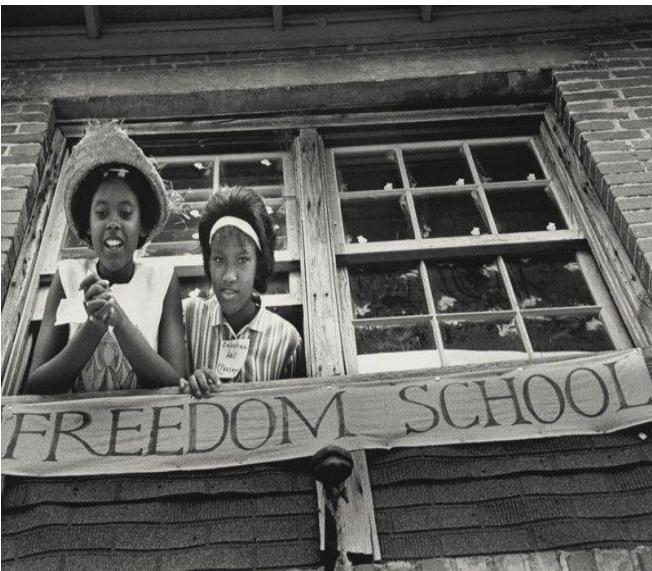
**Monday, October 13th, 2014
First Unitarian Church
5650 South Woodlawn**

6 – 8 pm

Special Guests:

**Dyett 13 Students
Parents of Dyett, Mollison, & Overton
Students
Dr. Timuel Black
Reverend Janette Wilson – PUSH
United States Department of Education
Amnesty International**

Program



6pm	Welcome-First Unitarian Church -Anita Orlikoff
6:10pm	Purpose of Town Hall-Jitu Brown a. What is Title VI of the 1964 Civil Rights Act b. Dyett and Mollison Title VI Complaints (acknowledge DOE & AI) c. Dyett Global Leadership & Green Technology Plan
6:20pm	a. Closing Schools Destroys Communities-Dr. Timuel Black b. Statement of Support-Reverend Janette Wilson, PUSH
6:35pm	Testimony on Impact of CPS Actions on Dyett and Mollison
7:05pm	Dyett Global Leadership and Green Technology High School Updates- Duane Turner and Nefeteria Denton
7:10pm	Testimony of Support, Dyett Global Leadership and Green Tech HS
7:45pm	Next Steps-Chrisean and Irene Robinson
7:55pm	Close

Walter H. Dyett Global Leadership and Green Technology High School

Letter of Intent to Enroll—For the 2016-17 School Year

This Letter of Intent to Enroll is for you to show interest in having your child (or children) attend *Walter H. Dyett Global Leadership and Green Technology High School*.

Siging this Letter of Intent **does not obligate** your child to attend *Walter H. Dyett Global Leadership and Green Technology High School* **nor does it guarantee** admission. We will enroll 9th Grade students only in 2016. We will grow by one grade every year-enrolling another class of 9th graders—until we are a full 9-12 high school.

Student Information

Full Student Name: _____

D:

C:

N:

R:

A:

Phone #1 _____ Phone #2 _____

Email _____

How did you learn about *Walter H. Dyett Global Leadership and Green Technology High School*?

I, _____, am interested in sending my child (or children) to *Walter H. Dyett Global Leadership and Green Technology High School*, an open-enrollment, neighborhood public school in Bronzeville.

Signature of Parent or Guardian

Date

National Summit on Urban Education

A New Direction for Public Education-We Are the Solution

October 28, 2014

Rainbow Push Coalition, 930 E. 50th Street, Chicago Illinois

Itinerary

8am-9am	Breakfast
9am	Press Conference at Rainbow Push
9:30am	Opening Plenary <ul style="list-style-type: none">a. Welcome-Reverend Janette Wilson., Rainbow Push Coalitionb. Why We Are Here-Jitu Brown, Karran Harper Royalc. Order of the Day-Zakiyah Ansari and Rebecca Fernandez
10am	Issue Areas <i>First hour focuses on concerns, 2nd hour dives into policy and practice recommendations. Need to be typed by "scribes" in each session.</i> <ul style="list-style-type: none">a. School Privatization and Sustainable Community Schools (Jitu, Barbara Gross)b. School to Prison Pipeline and the American Approach to Discipline in Urban Communities-Tre Murphy, Kesi Fosterc. Funding Equity-Zakiyah Ansarid. The Elimination of Black Teachers-Brandon Johnson
12:15pm	Lunch (Dr. Jonathan Jackson, Schott Foundation)
1:15pm	Collective Report Back-Duane Turner, KOCO
1:45pm	Recap of Recommendations and Congressional Response
2:15pm	Google Chat with Conference Attendees and National Elected Officials and Leaders-
3:15pm	The Way Forward and Close-Jitu Brown, Journey for Justice Alliance



Price Elementary School Transformation Forum



"A Sustainable, Community Plan"



Tuesday, November 29, 2011

Price Elementary School, 4351 S. Drexel Blvd

6–8pm

**Presentation of Bronzeville Global Achiever's Village,
a Community-Led, School Transformation Model**

A Chicago Neighborhood's Agenda for Schools!



Sponsored by the Kenwood Oakland Community Organization For more information call Jitu Brown at (773) 548-7500.
Refreshments Provided!

Dyett High Global Leadership & Green Technology High School Townhall

Where: Kennicott Park, 4434 S. Lake Park

When: Tuesday, March 24, 2015

Time: 6 – 8 pm

Students on the south side deserve quality, open enrollment schools in their neighborhood operated by CPS. Parents, students, teachers, community members and academic partners worked hard for 4 years on a plan for Dyett H.S. and its feeder schools called the Dyett Global Leadership & Green Technology High School Plan.

Come participate in the continued development of the community's plan for the future of Dyett High School as an Open-enrollment, CPS Operated School: The Dyett Global Leadership & Green Technology High School Plan.

Coalition Partners with the community include:

University of Illinois at Chicago: College of Education

Chicago Teachers Union

Kenwood Oakland Community Organization

Teachers for Social Justice

Black Metropolis Convention & Tourism Council

Chicago Botanic Garden

Jazz Institute of Chicago



Sponsored by the Coalition to Revitalize Dyett High School. Call 773.548.7500 for more information or to RSVP

Jackie Robinson Elementary School Transformation Forum

“A Sustainable, Community Plan”

Tuesday, November 29, 2011

Robinson Elementary School, 4225 S. Lake Park

5–6pm



Presentation of the Bronzeville Global Achiever's Village, a Community-Led, School Transformation Model

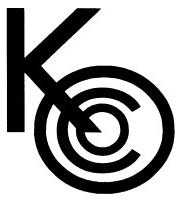
Our planning vision is for Jackie Robinson will be a primary school that provides a quality of education that develops our students into highly literate students who are readers, thinkers, communicators and leaders; prepared for a rigorous middle school science and engineering experience.

Sponsored by the Kenwood Oakland Community Organization For more information call Jitu Brown at (773) 548-7500.
Refreshments Provided!



Petition to Support Walter Dyett Global Leadership and Green Technology High School

Petition summary and background	<p>This petition is being circulated by the Committee to Revitalize Dyett, a coalition of prominent organizations, parents, students and community residents committed to providing our students with a world-class education in their own neighborhood.</p>
Action petitioned for	<p>We, the undersigned, are parents in Bronzeville who believe that our children deserve a high quality, open enrollment high school in their own neighborhood. We support the Dyett Global Leadership and Green Technology High School and would strongly consider enrolling our children upon its' opening in August 2014. We encourage Chicago Public Schools to support this effort.</p>



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School Alignment Meeting with Alderman Toni Preckwinkle

May 24, 2010

2pm

I. Welcome and Introductions-Alderman Preckwinkle

II. Purpose of the Meeting-Jay Travis, KOCO

III. Brief Overview of Alignment Structure and Process-Jitu Brown, KOCO

- a. Discipline
- b. Curriculum
- c. Parent, Student and Community Involvement
- d. Safety

IV. Need for Area and District Support-Bob Runcie, Chicago Public Schools

V. Remarks-Alderman Preckwinkle

VI. Feedback and Commitments-Jitu Brown, KOCO

VII. Close

You're invited to . . .

Dyett Global Leadership and Green Technology School Implementation Retreat

Coalition to Revitalize Dyett High School

Saturday, September 13, 2014 from 10:00 AM to 2:00 PM
@ Mollison Elementary School 4415 S. King Dr. Chicago, IL



Event Details:

Walter H. Dyett Global Leadership and Green Technology School will be a unique, one of kind high quality jewel in the historic Bronzeville community. Please join us on Saturday, September 13th, 2014, from 10 am until 2 pm at Mollison Elementary School - 4415 S. King Drive to learn about this exciting community driven school and help us plan for its grand opening in the fall of 2015. Educators and community leaders from the school design team will model the curriculum and get feedback from you as we prepare for the first day. Lunch and refreshments will be served.

SPONSORS



UIC College of Education



Questions? Please contact event organizer Duane Turner @ 773/343-9412 or email: duane.turner@comcast.net

The Bronzeville Global Achievers Village



Reavis Math and Science Elementary
A Math, Science and Engineering Elementary School



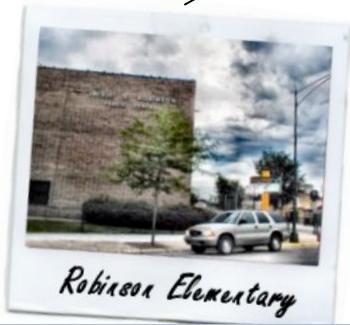
Mollison Global Leadership Academy
A Language, Communications and Global Affairs
Elementary School



Walter H. Dyett High School
A Green Technology and Leadership High School
Engineering, Agriculture, Science, Civics, Language
Arts with intense College and Career Preparation



Florence B. Price Middle School
A Stem Science School with Focus on Science,
Engineering and Mathematics



Jackie Robinson Primary
A Primary School with an Emphasis on Language,
Literacy and Leadership



Melville W. Fuller Elementary
A Leadership Academy with an Emphasis on Civics,
Communications with Socially and Culturally
Relevant Curriculum

Bronzeville Global Achievers Village

The Bronzeville Global Achievers Village is a network of schools in the Bronzeville community that will work together to ensure access to a world-class education for every student. The “Village” will ensure that every school in this network has; a) A strong focus on school culture, curriculum and staffing, b) Appropriate wrap-around supports for each child, and c) Genuine collaboration with community, to ensure local ownership and accountability.



Bronzeville Global Achievers Village Schools:

- *Vertically aligned curriculum*
- *K-12 Restorative Justice Practices (our model of restorative justice includes prevention programs to teach social skills, character development)*
- *4-12th Grade College Exposure via field trips and visits from post-secondary representatives*
- *“On the Ground” Community Patrol to ensure safe passage and connecting students to community parents and residents as positive authority figures*
- *Effective, well-trained Local School Councils and Parent Advisory Councils*
- *Community Schools (open until 7pm)*
- *Future Eagles Feeder Mentor Component*
- *Strong Community Partnerships, with alignment between school and institution specialty*
- *Unified Parent and Community Activities*



Dyett High School**Proposed Change**

Walter H. Dyett Green Technology and Leadership High School

Proposed Specialty

Math, Science and Engineering (Emphasis on Agriculture)

Global Civics and Human Needs (Increased Emphasis on Service Learning)

College and Career Readiness (through rigorous curriculum, internships, college exposure to further develop an achievement oriented school culture)

Strengths

Strong core group of teachers

Small school environment

ESPN renovation

Strong community partnerships

Building college bound culture

Improved school climate

Challenges

Public perception leading to low enrollment

Impending sense of school closure

Possible co-habitation with charter school

Students' academic level when they enter Dyett

Neighborhood violence

Price Middle School

A. What does this team see as Price's specialty?

Price aims to become a STEM and community magnet school, first within the attendance boundary, and then city-wide. Price is positioned to be able to offer its students a path to success in high school, where students will be able to use their pre-college readiness to leap ahead in the college prep. And workplace skill sets required by an increasingly technological economy. This 2010-2011 school year has been the first for Mr. Moore, and under his and his chosen team's school-wide leadership, a school specialty has emerged: a middle school concept that has at its core the science, technology, pre-engineering, and math needed so to serve our young people as they become young workers in the 21st century career pipeline. This specialty will be realized through multiple strategies, including parent outreach, teacher recruitment and retention, University partnership, and personal learning plans for students.

B. What are the strengths and weaknesses?

Strengths: new leadership, team players on board, the DePaul (Prof. Radner) connection, curriculum mapping, new AP and Lang. Arts and Math "anchor" teachers/team leaders, and most of all student involvement and real resilience (sports, cheerleading, young authors, science fair), approaches to project-based learning

Weaknesses: curriculum coherence, divergent classroom teachers not adhering to agree upon classroom management / school culture and PBIS norms, lack of Area support and follow-up, persistent challenges in addressing all students' needs, LRE and the appropriateness of inclusion vs. academic pull-out where needed, parent involvement (some teachers are frustrated and not living up to the expectation that they do regular parent contacts).

C. What curriculum will be needed to aid in the transformation process?

The Price school leadership team is committed to a rigorous process of analyzing the most appropriate research-based, student-need based curriculum. It's a question of what works best for the students of Price; as a result, professional development must reflect this needs-based value rather than be consultant driven or a decision made by another factor. The greatest impact in curriculum will be felt when teachers' knowledge base is valued, complemented, and built upon. Leadership recognizes that building teacher capacity is critical for transformation to take hold, classroom by classroom. Another aspect of curriculum advancement will be in the leveraging of content-area writing skills within Social Studies and Science classes.

Overall, the greatest need lies in assisting with curriculum mapping and planning so that the STEM dream can come alive at Price. Implementing easier activities such as a recycling contest may provide the background knowledge and culture to build towards greater greening of the campus. Students will be involved every step of the way, from the precursors to Environmental Engineering to expanding STEM across Reading, Writing, and Social Studies content areas.

Reavis Math and Science Elementary School Discussion Points

Vision; Reavis will transform into a high quality neighborhood school, with an emphasis on science, math and engineering that prepares students to successfully compete for 21st century careers.

Classroom and Curriculum;

- Evidence-based, challenging math, science and engineering curriculum that utilizes books and e-books.
- Introduction to lab work for middle-school aged students.
- Lower class sizes
- Teacher aides in each classroom
- Deepen student learning by moving away from subject integration.

Discipline and Social/Emotional Supports

- 45 minute recess for all students
- Move away from zero tolerance practices/initiate restorative justice practices (peer jury, peace circles, peer mediation, etc.)
- Effective use of RTI and LRE to address social and emotional needs of students.
- Community school with quality after-school programs (debate, chess, 4H club, recreation, etc.)

Parent and Community Involvement

- PAC/LSC led “Student Cultural Opportunities Committee” which will plan field trips for students during the year that will aide students in learning about local, national and international issues and how they relate.
- Parent Welcoming Committee-Parents who will receive small stipend for meeting visitors at front door.
- Meaningful parent and community involvement

Academic Support and Enhancement

- Annual Spelling Bee
- Developed Computer Lab and Instruction
- Utilize Alternative Assessments besides Standardized Tests
- Hot, healthy meals and establish a Nutrition Committee
- Legitimate after-school tutoring

Partners

- Illinois Institute of Technology
- Provident Hospital

Fuller Elementary Discussion Points:

- Literacy intervention programs: supportive services both within classrooms and after school. Teacher teams, for literacy interventions, using multiple forms of data including student work, in-class assessments and observations, and test scores.
- Goals for children: empowerment, intellectual and character development, social and personal development, literacy, skills needed beyond school, how to create not just get jobs, feel more confidence and self-worth, learn multiple languages and about global realities and cultures,
- School—family relationships
 - o Help parents know how to help their children at home with academics;
 - o Invite parents into school and classrooms, and help parents know how to help students in school as well;
 - o Help parents who come to school to be actively engaged in helping the teaching and learning process;
 - o Parents and teachers need to work side by side in partnerships;
 - o Principals personally calling parents (Carmilla), for non-disciplinary matters, is a powerful statement and can open doors for parents to participate in school;
 - o Schools are not the only place w/ knowledge—parents know things about their own communities/children/culture that teachers/administrators may not know, and students have their own knowledge. Genuine dialogue and real respect for all the different knowledge is essential (comment from Rico)

Questions for teachers and administrators—and some responses:

- There are students who say, “I’m not college material,” and there are parents who say the same thing about their children, and this can happen at pretty young ages. What do you say to them?
 - o Response: possible ways to deal w/ this are to build deeper relationships w/ students and show them the things that they can do (i.e., help make them conscious of those things)
- From your angle as school staff, how can you strengthen the relationships between school and home?
- How do you allow for students to learn in their own ways? Suppose the parent has her own ways that are different from what their child is learning in school? What should the parent do?

Question for parents

- From your perspective as a parent, how can the school better involve parents?

Responses: “Coffee with the Principal” (open, relaxed dialogues), school website and emails, parent recognitions, and showcasing parents’ contributions. Support parents who do their own parent handbook for parents (at Reavis). Create a survey of what knowledge, skills, talents, etc., that parents can offer the school and also ask students how they’d like to see their families involved.

Mollison Elementary

A. What does this team see as Mollison's specialty?

Mollison plans to be a School of Global Studies, where students learn about the world and their place as global citizens. Mollison will provide excellent instruction in the core curriculum areas, with an emphasis on language and communications. Mollison will welcome meaningful parent and community involvement, building and maintaining a parent and community presence in the school building.

B. What are the strengths and weaknesses?

Strengths: Teaching strategies, strong LSC

Weaknesses: Consistency/Expectations of the culture of building and discipline, lack of support for teachers, teachers and parents don't have a good relationship (who needs assistance-social work)

. Curriculum

- *African American history
- *Worldview (tech connect)
- *Arts
- *Recess
- *15 to 1 student to teacher ratio
- *gender specific classes
- *library with library tech
- *Economics
- *extra curriculum activities

Discipline and Safety

- *Restorative justice
- *Parent Patrol

Facility

- *Parent Center
- *well maintained building
- *updated library

Student and Family wrap around support

- *Counselors
- *student and parent coordinators
- *website (interactive for parents, teachers, and students)
- *Parent/Volunteer training
- *teachers part of SIPPAA team
- *full time nurse

Parent & Community Involvement

- Parent/teacher events
- Teacher/parent forums-dinners
- Partners-local business ,alumni ,friends of Mollison for resources
- Parent resource center

C. What curriculum will be needed to aid in the transformation process?